

SOUTH SANPETE GUNNISON VALLEY HIGH SCHOOL

Utah CCGP-Guidance Activities Results Report (Large Group) 2006-2007

School: Gunnison Valley High School

Target Group: Senior Group

Target Group selection is based upon: Lack of **recognition** for academic success and scholarships.

Abstract: The purpose of this guidance activity is to encourage academic accomplishment and recognize students who achieve school success and receive scholarships to various Trade Schools, Colleges and Universities. I wanted to have a special recognition for students who earn scholarships from the various post secondary programs.

Project Description

Introduction: As the counselor at GVHS, I am aware of the number of scholarships that are available to students who want to go on to high education. I want to find ways to get more information to students and have them apply for more scholarships.

CCGP Student Outcome is Academic/Learning Development AL:A Competency AL:A3 (AR) Life/Career Developments LC:C, LC:C3 (B/SC) students will be able to attend post secondary schools to achieve career goals.

Participants: Senior Class 68 members

Target Group: All seniors, especially those needing the extra push to fill out applications for scholarships. We are from a low-income area so most students really need the scholarship of other financial aid to attend post secondary school.

Methods: All seniors attended the post secondary tour workshops in September sponsored by the Colleges and Universities in Utah.

I visited all Senior English classes and told students about scholarships, handed out forms, discussed deadlines, etc.

Information about each scholarship was e-mailed to the student's and/ or parent's e-mail address via Utah Mentor.

Scholarship information was put on the school web page. Applications that are not available on line are available in the counseling office and copies are made if students need them.

This is up-dated as new information is received.

I hand out scholarship applications to students I know that fit the criteria. I help students and parents fill out the forms when they need help.

Results: Twenty two students have been offered forty-one scholarships for over \$55 thousand. Many will have to choose which scholarship to accept.

Discussion: By having an evening recognition program for students, parents, and other family members, students are recognized for their hard work and accomplishments. Also young students and parents are encouraged to get good grades and plan to apply for scholarships. I am working hard to put as much emphasis on academics as is put on athletics at GHVS. We served

refreshments after the program which gave students and parents an opportunity to socialize.

SOUTH SANPETE GUNNISON VALLEY HIGH SCHOOL

CCGP- Closing the Gap Results report (Small group) 2006-2007

School: Gunnison Valley High School

Target Group: Hispanic Students

Target Group selection is based upon: The need for the Hispanic students to feel accepted and par of the school. They need to be prepared to participate in school activities and work toward graduation.

Abstract: We have had a small number of Hispanic students in our school, but the last few years that number has increased. They have stayed together in the own small group and have not been involved in school activities. Many have not graduated because of the lack of communication skill, motivation, desire to have a diploma, and various other reasons. Their English language skills have been low which has made is hard to communicate with parents. They did not seem comfortable or willing to come to school activities, or teacher conferences.

Project Description

Introduction: We wanted the students to acquire the attitudes, knowledge, and skills that contribute to effective learning. AL:A competencies AL:A1, AL:a2, AL:A3

We have monitored their behavior, grade, attendance, achievement, involvement in activities, involvement of parents in SEOP's, and attitude in classes.

LC:B, LC:B1 LC:C LC:C1, LC:C2, LC:C3 PS:B

We have Hispanic students who moved here at the beginning of the years to students who were born in Utah. Some student's parents and both Hispanic and speak limited English and others have mixed race parents who speak and understand English very well. Some students have lived in this area their whole lives so have limited Spanish reading and writing skills. It has been challenging to meet the needs of all students.

Participants: There are 29 Hispanic students, six students have lived here their whole lives. Two students attend the alternative school and were excluded from this project because of lack of daily contact. Twenty-one students were part of this project.

Method: At the beginning of the year, last August, we had a special orientation for 9th grade Hispanic students and their parents. We had a translator to ask and answer questions for the students, parents and school staff and administrators. This effort worked well.

We have an translators at SEOP conferences.

Our ESL classes have helped those with limited English skills improve and feel confident in speaking English.

I have monitored grades all year and have talked to the students, found tutors, and had a Spanish speaking teacher call parents when needed.

Results: the graduation rate has increased from 66% in 2006 to 100% in 2007. Attendance is still a problem. Most of the parents work in agriculture and the winter is when they get time off so the shole family will take a month vacation to Mexico. They just take off not letting the school know or getting homework or make up home work when they get back.. Students lose credit or get low grades because of this practice.

In comparing grades for the last two years, 66% increased their GPA, 28% decreased GPA and 7% stayed the same. The District has started soccer as a sport so this may make a difference in the future. If the student and patent feel a connection to the school they should do better in school.

Discussion: The data tells us we are making improvements but still have along way to go. We plan to do tracking of education, training, work, etc after high school. I plan to continue this study for several years and implement new or different strategies to see if anything else will work to improve academic skills, career goals and post secondary training.

Utah CCGP-Closing the Gap Results Report (Large Group) 2006-2007

School: Manti High School

Target Group: Concurrent Enrollment Students

Target Group selection: Prospective Concurrent Enrollment Students in Math Courses (i.e., College Algebra)

ABSTRACT

Recently we were notified that the colleges/universities in Utah want all students to have a twenty three or higher on their math ACT score to take College Algebra concurrent enrollment. Our math department was concerned about it restricting good students who don't test well from taking the class and the chance that their class sizes would drop dramatically. We decided to look at two areas. 1) See which areas of the math ACT scores (ElemAlg, AlgGeom, GeomTrig) were the lowest so we could emphasize that area in the curriculum to raise the math ACT scores. 2) See if there was a strong correlation between College Algebra grades and math ACT composite scores.

We used sample of College Algebra students from the past three years. We expected the study of the lowest areas scores in the three areas of the math ACT to be more distinct. We did find that the upper composite ACT scores did show more of a differentiation in the values of the area scores. In the upper level, the ElemAlg scores were usually higher with AlgGeom second and GeomTrig the lowest.

There was a strong correlation in grades and composite Math ACT scores in the scores over 23, but not at the scores below 23.

PROJECT DESCRIPTION

Introduction

CCGP Student Outcomes:

- Acquire skills for improving learning
- Achieve school success
- Plan to achieve goals through implementation of the SEOP process

Participants

Number of Students Participating: Forty-five College Algebra students were randomly selected from the past three years.

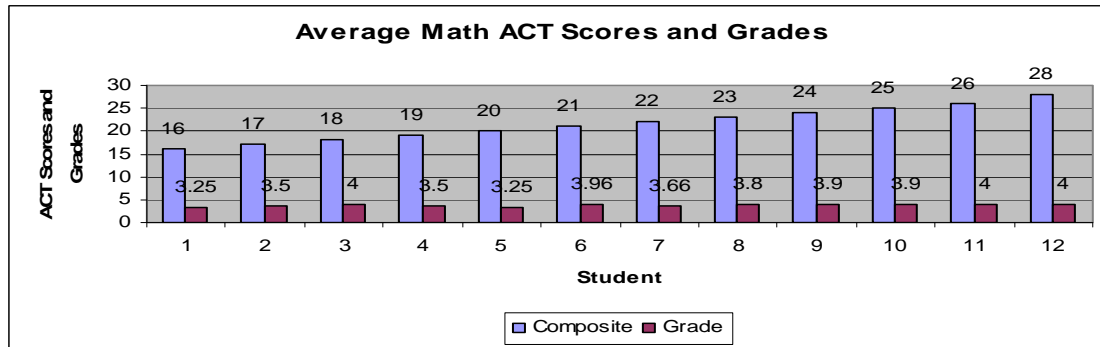
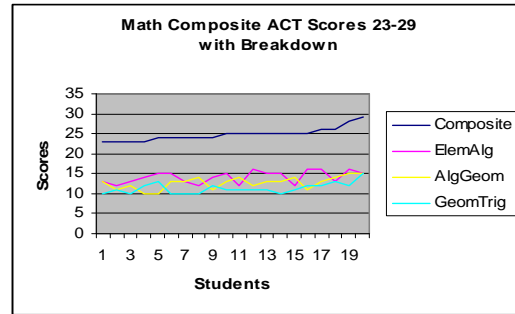
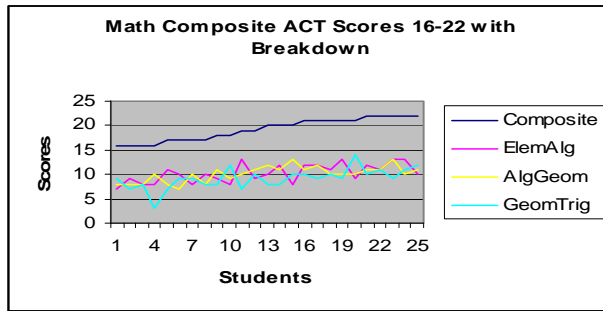
Target Group: Future higher math students

Method

We used a sample of College Algebra students from the past three years and graphed their composite math ACT scores with their subgroup scores. We also used the same students and graphed their composite math ACT scores with their College Algebra grades.

Counselors Connie Good and Andy Peterson

RESULTS



DISCUSSION

Using this data we hope to help the math teachers understand our students in order to help them succeed in their math program. As counselors we now have the data to help students and parents understand which math sub-areas to study for a higher scores and how their math ACT score can influence their grade.